

S U R V E Y  
O F T H E  
O F F I C E O F T R A I N I N G  
A U G U S T 1 9 5 3

Security Information

SURVEY OF THE OFFICE OF TRAINING

INDEX

I. GENERAL STATEMENT

1. Purpose
2. Concept of the Agency Training Problem
3. Background and Origin of the Office of Training  
Appendix No. I Organization, Responsibilities,  
and Regulatory Issuances

Appendix No. II Office of Training Budget for  
FY 1954 and FY 1955

II. ACTIVITIES OF THE OFFICE OF TRAINING\*

1. Training (General) Activities
2. Training (Special) Activities
3. Assessment and Evaluation Staff Activities
4. Support Staff Activities

\* Supporting documents will be included as  
appendices.

III. ORGANIZATIONAL CONSIDERATIONS OF THE AGENCY TRAINING  
FUNCTION

IV. ANALYSIS OF TRAINING PROBLEMS

V. RECOMMENDATIONS

~~SECRET~~  
Security Information

SURVEY OF THE OFFICE OF TRAINING

PART I: GENERAL STATEMENT

1. Purpose:

It is the purpose of this survey to present a concept of the Agency training problem; to describe the Office of Training in terms of its organization, responsibilities, activities, and problems faced in resolving it; and to make recommendations which will, if approved, increase the effectiveness of the training effort in support of the various activities of the Agency.

2. Concept of The Agency Training Problem:

a. The establishment of the Central Intelligence Group in 1946 and the enactment of the National Security Act of 1947 which established the Central Intelligence Agency resulted in the creation of a new profession at the national level of the government; namely, the profession of intelligence.

b. The task of the profession of intelligence, in support of the National Security Council, requires an intellectual effort of the highest qualitative order in almost every field of the physical, natural, social and military sciences, and in many technical and administrative fields. This intellectual effort must encompass, therefore, an infinite range of subjects related to all foreign areas and languages, and professional competences in the various required sciences must be augmented and overlaid by professional competence in the fields of intelligence, executive action, and executive management.

c. Unlike other professional fields, there is no prescribed academic curriculum leading to a degree in the field of intelligence. Further, many of the skills, methods, and techniques peculiar to the intelligence profession cannot and should not be taught outside the secure circle of the intelligence community.

d. Academic institutions in the United States do not offer courses of instruction in the field of the social sciences, particularly area and language training, on a sufficiently broad cross-cultural basis, with the consequence that personnel of outstanding academic achievement recruited by the Agency normally do not meet all requirements for intelligence duties without further training in

SECRET

Security Information

Security Information

their fields of specialization. Language and area training is essential both to the regional specialist and to the functional specialist and should include field experience and training abroad in order to provide the necessary expertise in these fields.

e. The conduct of the United States intelligence effort requires extraordinary executive, managerial, and supervisory skills at all echelons to insure that the full impact of a substantive decision is not impaired in its execution.

f. Newly recruited personnel must be regarded as laymen in the intelligence profession, even though they may be highly qualified in one of the sciences or in a technical or administrative field. For example, the trained economist gives effective support to the Agency only in so far as he applies his knowledge of economics primarily as a professional intelligence officer. Similarly, a technician, a personnel officer, or a supply officer, regardless of the quality of his previous competence, must acquire professional competence in intelligence as it relates to his specific responsibilities in order to give effective support to the Agency.

g. The Agency training problem then is twofold, in terms of personnel and in terms of substance. New personnel recruited by the Agency must be trained in the principles, methods and techniques of national intelligence so that they will relate their various competences to the profession of intelligence. On-duty personnel must also be trained in order to acquire further competence in intelligence. Both new and on-duty personnel require training to increase their knowledge in depth in cross-cultural area and language fields and in specific functional fields. Both require training to enable them to perform their present jobs more effectively, and commensurate with their growth potential, to undertake jobs of increasingly greater responsibility. Such training must provide for increasing their understanding of the relationship of their specific tasks to those of collateral and higher echelons of the Agency, broadening their understanding of the mission and objectives of the Agency as a whole, and developing their planning, managerial, and supervisory skills. Training must be continuous and interdict as well as be combined with tours of duty at various stages throughout the career of the professional intelligence officer, if the objectives of the intelligence profession on a career service basis are to be effectively met.

h. Concomitant with the above stated training concept are the principles that (1) psychological assessment and testing are vital elements in appraising the probable behavior of the individual in both training and operational situations, and (2) a steady influx of carefully selected junior officer personnel of high career potential must be tested, assessed, and injected into the Career Service

of the Agency, prepared for career service through training and rotation to appropriate duty assignments, and permanently placed in jobs commensurate with their capabilities to render maximum service to the Agency.

i. The foregoing, therefore, represents the concept of the Agency training problem upon which the Office of Training has placed its major emphasis in the planning and conduct of its effort since its inception in January of 1951.

3. Background and Origin of the Office of Training:

a. During the early period of its existence, the formal training effort of the Agency was limited to the support of [REDACTED] activities. With the establishment of O/PC the training mission was expanded to provide "tradecraft" instruction for unconventional warfare operations. The organization resulting from the enlargement of the training function was named the Training Division, [REDACTED] given its substantive guidance and requirements from training committee. The emphasis on training during this period was confined to "tradecraft" for the Clandestine Service. No language-area training, or intelligence training for non-clandestine intelligence duty was provided. 25X1A8a

25X1A8a

b. In June of 1949 the Congress enacted Public Law 110; which under Sec. 4 provides that "(a) Any officer or employee of the Agency may be assigned or detailed for special instruction, research, or training, at or with domestic or foreign public or private institutions; trade, labor, agricultural, or scientific associations; courses or training programs under the National Military Establishment; or commercial firms, and (b) The Agency shall, under such regulations as the Director may prescribe, pay the tuition and other expenses of officers and employees of the Agency assigned or detailed in accordance with provisions of subsection (a) of this section, in addition to the pay and allowances to which such officers and employees may be otherwise entitled." The authorities granted under the provisions of this regulation were exercised from the date of enactment to 2 January of 1951 solely for language training in those instances where language competence was specifically required to carry out a given duty assignment.

c. On 2 January 1951 the Director of Central Intelligence established the Office of Training as an independent office reporting directly to him and to the Deputy Director of Central Intelligence. The interest of the Director of Central Intelligence, in taking this action is revealed in part by the following excerpt

~~SECRET~~  
~~Security Information~~

from a letter he wrote to Mr. John J. McCloy on 31 January 1951. "I am trying to build up a corps of well-qualified men here who are interested in making a career with the Central Intelligence Agency. To effect this, I recently established a training section which functions--as much as I dislike the term--as a sort of career management office."

d. In addition to the career aspects of the training mission assigned to the newly established Office of Training, the concept of centralized training for the Agency as a whole was put into effect. Due recognition was given to the principle that "training" and "operations" both in theory and in practice are interdependent and mutually supporting. Accordingly the Office of Training established a direct and continuous relationship with the other offices and staffs of the Agency through a system of Training Liaison Officers in order to insure that the training effort responds at all times to the established and changing requirements of the Agency.